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ABSTRACT

Because the concept of staff development has generated considerable interest in community colleges nationwide, and many educators are engaged in its implementation, this handbook was prepared as a comprehensive survey of essential topics in planning, implementing, and evaluating staff development programs. The handbook, focusing on in-service education, is divided into six chapters and four appendices. Chapter 1 deals with definitions, purposes, and rationale of staff development; Chapter 2 reviews some of the more persistent questions raised about planning and implementing a program for full-time staff; and Chapter 3 describes various means to determine staff needs. In Chapter 4, the unique needs of part-time faculty are delineated, while Chapter 5 discusses program evaluation. Chapter 6 represents views on key elements essential to effective programs. Appendix A includes a useful format for a staff development questionnaire; Appendices B and C illustrate different needs survey instruments and interview questions; and Appendix D lists possible topics to be included in a needs assessment query. A practitioner's bibliography and a list of references follow the appendices. (Author/TR)

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STAFF DEVELOPMENT IN THE COMMUNITY COLLEGE: A HANDBOOK

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INTRODUCTION

The concept of staff development has generated considerable interest in community colleges nationwide, and many educators are engaged in its implementation. This handbook presents a comprehensive survey of those topics that are essential in planning, implementing, and evaluating a staff development program.

We, the authors, have been involved in the community college staff development movement in a variety of ways--as consultants, practitioners, administrators, researchers, and evaluators. We have witnessed and experienced both successes and failures in our various capacities and, with the clear vision of hindsight, we are now able to look back and identify those things we would and would not do differently. This handbook was written to share some of our more important insights with those who are considering or beginning to implement staff development programs. It will, we hope, help answer many questions, aid in avoiding the repetition of mistakes, and facilitate efforts in building a productive program with the least amount of trial and error possible.

The handbook is divided into six chapters and includes four appendices. Chapter 1 deals with the definitions, purposes, and rationale of staff development; Chapter 2 reviews some of the more persistent questions raised about planning and implementing a program for full-time staff; and Chapter 3 describes various means of determining the needs of the staff. In Chapter 4, the unique needs of part-time faculty are delineated, while Chapter 5 discusses program evaluation. Finally, Chapter 5 represents views on key elements that are essential to an effective program. Appendix A includes a useful format for a staff development questionnaire; Appendices B and C illustrate different needs survey instruments and interview questions; and Appendix D lists possible topics that might be included in a needs assessment query. A practitioner's bibliography of staff development and a list

of references used in this handbook follow the appendices.

Since the focus of this handbook is on inservice education--or what an institution does after a faculty member is on the payroll and has been through the traditional 1-3 day "orientation" session--orientation activities or other "Preservice" institutes for newly employed faculty are not generally discussed. Further, while the title is "Handbook for Community College Staff Development", most of our efforts have been focused on full- and part-time faculty and only limited attention is given to management development. Development concerning the non-instructional staff is not included here. Hopefully, later publications will give these topics the attention they need and deserve.

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CHAPTER 1
DEFINITIONS, PURPOSES, AND RATIONALE

It is important to differentiate among the plethora of terms that relate to staff and faculty development and the potential confusion that they create. At present, there are primarily four terms being used that have the word development in their titles--faculty development, management development, staff development, and organizational development. (For perhaps the most thorough discussion available on the confusion among terms see Institutional Purposes for Staff Development in Higher Education, a 1978 Penn State doctoral dissertation by Dr. Carol Rittner.) In every instance the word development can be thought of as being synonymous with improvement--improvement measured in terms of increased efficiency (doing things better) and effectiveness (doing the right things better). Thus, programs specifically aimed at improving faculty efficiency and effectiveness are called faculty development while programs directed at those non-faculty persons whose function is to manage a college are termed management development. In most cases, the distinction between these two is rather clear. The noticeable exception involves the department/division chairperson who may be considered faculty, management, or both--depending on who is making the decision.

The terms faculty development and management development have been with us for some time. However, in the last five years a new term has gained prominence--staff development. It provides an appropriate label for programs that are not oriented to faculty or to management exclusively, but are intended for all personnel who staff the college, including such diverse people as the part-time registration clerk, the reference librarian, and the board member. Each of the areas within staff development can be further broken down into personal and professional development. The former is concerned with improvement of people--their attitudes about themselves, their jobs, and their personal lives, while the latter is concerned with the improvement of

job-related skills, knowledge, and attitudes.

The term organizational development is used to refer to changes (here equated to mean improvement) in the organizational structure of the college, and its climate. It recognizes the fact that staff development is not sufficient in itself, that changes in the organization may also be needed before the college can function effectively. In this context, organizational structure refers to such areas as the allocation of authority and responsibility, the establishment of clear goals and communication networks, the existence of effective decision-making processes and techniques for solving problems, the fostering of procedures for managing and resolving conflict, and the development of methods of determining priorities. Organizational climate pertains to that intangible, but critically important, "spirit" developing as people work together--the "feeling" that pervades an organization, and determines, among other things, the morale of the staff.

Conceptually, the relationships between organizational development, staff development, faculty development, and management development can be shown as follows:

Figure 1

THE INSTITUTION
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT
PROFESSIONAL DEVELOPMENT
FACULTY
MANAGEMENT
DEVELOPMENT
PERSONAL DEVELOPMENT
PERSONAL DEVELOPMENT
DEVELOPMENT
ALL
OTHER
STAFF
PROFESSIONAL DEVELOPMENT
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT
THE INSTITUTION

Rationale for Staff Development

While numerous people have suggested different reasons why community college staffs need developing, most could be subsumed under one of the following:

All Staff

- Due to a lack of preprofessional and preservice programs, or the inadequacies of existing programs, most staff members were not initially prepared to work in the community college.
- Few community colleges have developed valid inservice or preservice programs. Thus little has been done to correct the initial lack of staff preparation.
- There is a need for increased effectiveness and efficiency due to competition for limited tax dollars and growing public demands for accountability.
- A decline in the birth rate and the trend to decreasing enrollments have led to a "steady-state" environment characterized by low staff turnover and the recognition that needed changes will come about through the efforts of present staff rather than through employment of new persons.
- A growing recognition on the part of most staff that they have training needs, and an expressed willingness and desire to participate in viable staff development programs on the part of most.
- The future success of the community college depends upon the ability of its staff to adapt to a constantly changing environment.

Faculty

- The development of a technology of instruction, including both hardware and software, has recently accelerated. In the last decade alone there has been an emergence of "systems," P.S.I., audio-tutorial, cognitive mapping, human potential training, tape cassettes, video cassettes, and now video discs. Most faculty are unaware of these developments and their potential for improved instruction.
- An inability to cope with needs of the increasing percentages of "high risk" students now enrolling in community colleges.
- The recent redefintion of the student clientele of the community college as being other than the 18-21 year old, and a trend toward taking the college to the student--into stores, into prisons, into factories--is redefining the teaching role.

Managers

- Few community college managers are even vaguely familiar with the "science" of management that is slowly, but surely, evolving.
- If change is imperative, managers must become skilled in planning, implementing and evaluating change.
- The increasing impact of court decisions, collective bargaining and state and federal regulations on institutional governance requires managers who understand their implications and can develop strategies to cope with them.
- Despite the "steady-state", turnover in management positions is relatively high and many replacements are hired from within the institution from non-management positions. There is a need to train such new managers in essential management skills.

CHAPTER 2
PLANNING AND IMPLEMENTING A STAFF DEVELOPMENT PROGRAM

At one time a number of people involved in staff development were asked to suggest questions most often asked about their programs. A total of 77 questions were submitted. After a careful analysis, these questions were grouped into the following areas of concern: Definitions, Organizational Patterns and Models, Planning and Program Considerations, Funding, Staffing, Relationship to Performance Appraisal, Influence of Collective Bargaining, Determining Needs, Part-Time Faculty, and Evaluation. This chapter focuses on a number of these issues.

Organizational Patterns/Models

One of the first decisions that must be made in implementing a staff development program is to determine the means of administering the program. There are a number of alternative patterns or models presently in use, each with its advantages and problems.

The Line Manager Approach.

The statement, "Inservice training is the responsibility of every administrator," characterizes the view of many presidents and deans, and was until the 1970s the prevalent developmental approach. The logic is hard to refute. Staff development should be the responsibility of every manager. Further, since no additional personnel are required, the costs are low, and, since it is the customary way of doing things, no changes are required.

On the other hand, administrators, especially chairpersons, have had little, if any, training in staff development and most are already hopelessly ensnarled in more accountable (and visible) responsibilities--e.g., budgeting, staff meetings, scheduling, and staff evaluation. The overwhelming focus on these activities to the neglect of staff development is reflected in the job descriptions of most administrators. Consequently, the maxim "Inservice training should be the job of every administrator" often results in everybody's job becoming no one's responsibility. Another drawback to this approach is the potential

for duplication of effort and resources. As a case in point the senior author of this report was once contacted by two groups from the same college--the student development staff and a faculty group--and asked to make a presentation on exactly the same topic--one day apart. Neither group knew the other was interested in the topic.

The Committee Approach.

A recent trend involves the appointment of a staff development committee. Like other committee appointments, this tendency is based on the premise that if representatives of those who are to be "developed" are included in the planning, the resulting program should be more relevant and more staff will participate.

In addition to problems inherent in all committees--such as leadership, membership, and the influence of vested interest groups--this approach has other shortcomings. First, it is difficult to hold a committee responsible for anything. Second, since business managers are not accustomed to assigning budget authority to a committee, the committee is likely to find that it must go hat-in-hand to some administrator each time it wants to spend funds. And finally, appointment to a staff development committee does not carry with it instant knowledge and experience.

Part-Time Administrator in Charge Approach.

With or without an advisory committee, this approach has several inherent merits. When an administrator is told to assume responsibility for staff development, responsibility is fixed. Consequently, "results" are somewhat more likely to follow and allocation of funds, including establishment of a budget, is easier to facilitate.

However, this approach has at least four major disadvantages. First, the resulting program is more likely to reflect administrative concerns than staff needs. Second, unless the approach is coupled with an advisory committee, the staff to be "developed" may decide not to participate since they had no voice in the program. Third, it is highly likely that staff development will be but one of several assigned "extra" duties of the administrator and thus not receive as much

attention as needed. Finally, the mere assignment of staff development responsibilities to an administrator does not infer possession of needed knowledge and experience.

The Staff Position with an Advisory Committee Approach.

This can be distinguished from the previous approach in that a non-administrator (either from within or without the college) is selected and given full- or part-time responsibility for staff development. The origin of this move can be traced back to the late 1960s when a few colleges created a staff position known as the Educational Development Officer to work with faculty in instructional improvement. More recently, several colleges have moved to appoint persons with titles like "Professional Development Facilitator" or "Coordinator of Staff Development". These actions reflect a growing recognition of the need for persons to work directly with staff in professional and personal improvement. Despite current budgetary problems, the increased creation of positions of this type suggests increased recognition of the importance of staff development.

Reasons offered in support of this approach include dissatisfaction with other approaches, an increased supply of persons with knowledge and skills in staff development, and positive results from some colleges that have moved in this direction. Yet the approach is not without its problems. Chief among these are its added cost and present lack of hard data to support the validity of its position. Further, substantiating the effectiveness of the position is difficult because of a possible "Hawthorn effect" caused by the fact that institutions using this approach are probably not typical of most two-year colleges. And finally, there is a real possibility that programs will not be relevant to staff needs and that staff support will be lacking if the position is not accompanied by a representative staff advisory committee.

The Industrial Model Approach.

There is one other administrative pattern that is being used sufficiently to warrant discussion--the industrial model. It involves

the creation of a several/person department or office with responsibilities for staff and organizational development. A few of the larger institutions have moved in this direction. In this approach, faculty development is but one aspect of an umbrella of staff and organizational development activities. Administrative support, budget, clearly defined responsibilities, and increased likelihood of staff expertise are its obvious strengths, while costs and the bureaucratization resulting when a previously ad-hoc function is formalized are its major disadvantages.

Although the authors' biases are toward the appointment of either a full- or part-time coordinator with an advisory committee, the clear assignment of responsibility is the key element. Whether the assignment is to a person or to a committee does not seem to be as important as the act of assigning responsibility.

Planning Considerations

Planning includes the critically important steps of deciding upon staff development goals, integrating these with personal and institutional goals, determining staff development needs, and defining the role(s) of those responsible for staff development.

Defining Staff Development Goals.

Very closely related to the rationale for staff development are its purposes. If, as indicated earlier, development is thought of as being synonymous with improvement, a legitimate question would be, "Improvement to what ends?" What goals?

Goals are those critically important benchmarks that provide directions for individuals, organizations, and institutions. Numerous people have attempted to define the purposes of staff development. Generally, with the exception of those who continue to confuse organizational and staff development, the purposes of staff development can be subsumed under the headings of professional or personal development. However, these are too broad to provide adequate direction to other staff or staff development planners. These should be operationalized (Hammons, 1977) to include the development of means

statements that establish how a goal will be achieved and accountability statements that serve as criteria for determining when it has been achieved. This kind of specificity does more than give direction to staff development. It simplifies and facilitates the remainder of the planning process from programming to evaluation by providing a basis for choosing among alternative programs and furnishing criteria for evaluation. Without clearly defined goals, a staff development program runs the risk of becoming nothing more than a loosely jointed series of activities with a greatly reduced impact on the institution or the staff.

Integration of Personal and Institutional Goals.

When organizational goals (needs) and individual needs are reasonably congruent, generally the result is increased productivity and positive attitudes; but when they are significantly incongruent, the result is frustration, conflict, and lowered productivity. Consequently, an essential part of any effective staff development effort should include an assessment of institutional and organizational goals and staff development needs. Unfortunately, while numerous colleges are now involved in assessing staff development needs, few institutions have related these to measurable institutional goals (such as those of the Delaware County Community College, Pennsylvania) and still fewer have an effective procedure for setting short range goals (like that of Mountain View College, Texas).

In an ideal situation, staff development and institutional goals are determined, and goals of individual staff members collected; and then, in one-to-one meetings between staff members and their supervisors, specific goals incorporating both individual and organizational concerns are agreed upon. Regrettably, this is a model that too few colleges have implemented.

Role Responsibilities.

Two groups play a major role in staff development--line administrators and the person(s) responsible for coordinating staff development.

Line Administration: If staff development is a responsibility of line administration, then they will obviously need to be involved in all aspects of the program. If, however, one of the other organizational patterns is used, their role is changed. One way of defining this role is to think of it in terms of the six "F's".

Fostering -	encouraging and otherwise conveying support of the program
Funding -	providing financial support
Facilitating -	making schedule accommodations, securing released time, and so on
Finding -	assisting in locating good resource persons
Frequenting -	physically participating in scheduled staff development activities
Following up -	rewarding participation of those involved; providing needed support to facilitate staff who wish to try new things

The key role played by administrators in most aspects of community college operations is well documented. As illustrated above they also play a crucial role in staff development.

Persons Responsible for Staff Development: As discussed earlier, there are a variety of organizational patterns/models for staff development. The trend (and our bias) is toward the use of some form of advisory committee. Naturally, the specific roles of a committee will vary from institution to institution as will the manner in which the roles are defined. An inside view of how one such committee evolved at Harrisburg Area Community College is provided by Wallace (1977). Essentially the committee members defined their role as they developed a rationale for the committee's existence, outlined its philosophies and responsibilities, and developed guidelines for proposing and implementing staff development activities or programs.

Some committees may have their roles well defined beforehand but, more often than not, the committee will probably have to define its own role and seek out its own parameters for oeprating. Therefore, utilizing a checklist of questions adapted from Claxton (1976), we offer the following as considerations for determining the committee's

role:

1. What is the purpose of the committee? To plan? To implement? To evaluate?
2. How will the committee carry out its purpose? Will the committee as a whole do the work or will it make recommendations to the chairman to implement?
3. Is the committee permanent or temporary and how are its members chosen? For how long?
4. Does the committee serve in an advisory capacity? If so, to whom does it make recommendations? Or, can the committee make its own decisions?
5. Will the committee have its own budget? Where will the money come from and what restrictions or guidelines apply to the allocation of those funds?
6. What kind of clerical or support staff is available to assist the committee?
7. To whom is the committee directly responsible?
8. What is the committee's relationship to other groups or individuals--especially those who at one time will have responsibility for or control of the resources for staff development?

Programming Considerations

The rubric "programming considerations" can include a multitude of subjects. As discussed here, it will address topics commonly included in staff development programs, institutional provisions for individual staff development, scheduling, instructional strategies, incentives for participation, the issue of required versus contractual participation, and the promotion of the program.

Institutional Provisions for Individual Staff Development.

In large part, the focus of our discussion thus far has implied that staff development is group-oriented. However, staff development should not be limited to that narrow definition, and in fact, it can be approached from the perspective of individualized development. In particular, this approach avoids the limitations of assuming that everyone is at the same stage of personal and professional development and that one particular program will meet each individual's needs.

There are a variety of ways in which colleges are providing for

individualized staff development. A listing of those that we have encountered follows:

- Travel funds to attend professional meetings, workshops or visit other colleges
- Funded fellowships for staff to pursue extensive curriculum, administrative, or instructional development activities
- Released time during the school year for faculty
- Short term leaves (with and without pay)
- Sabbaticals (including administrators)
- Tuition payment for graduate work
- Awarding credit toward promotion based on participation in staff development activities
- Providing a copyright policy that encourages development of innovative approaches to problems both in and out of the classroom
- Sponsoring on-campus seminars and workshops for staff
- On-campus university courses for staff
- [illegible]hange programs
- Provision of a professional development collection within the college's library
- Providing support personnel, equipment and supplies needed to facilitate staff efforts (media production, computer assistance, and so on)
- Employment of a full-time person to facilitate the staff development effort
- Carefully planned preservice programs for new staff
- An appraisal program based on developmental rather than judgmental concerns

Based on institutional and individual needs, three ingredients are needed to implement an individualized staff development program. The first is a clearly-defined role description for each position at the institution--including faculty. The second is a meeting between staff member and supervisor, at which time strengths and weaknesses in accomplishing tasks as well as institutional and individual needs are discussed. The third ingredient should come from this discussion: specific goals for professional and personal growth.

Scheduling.

When is the best time to schedule staff development sessions? There seems to be no obsolute solutions to the program scheduling problem that will be equally satisfactory to all the college constituencies involved. A well-planned program that meets a properly identified need may be developed, with no one in attendance. One way to avoid that type of scheduling problem is to first ascertain which staff members are interested in a particular program and then, schedule the program at a time convenient to the majority of those interested. Or, if feasible, schedule the same program several different times. Another strategy is to schedule a number of programs in advance and have staff members sign up or register for them. Then, after a reasonable period of time, cancel the ones with too few persons. But, be careful. A consultant's visit that may not appear justified for a program with less than eight-ten faculty participants might mark the beginning of a very successful faculty development effort.

On a broader scale, there are some other compromise schedules that appear to have merit. These include: one or two days set aside at the beginning, end, or during each term; times when the number of scheduled classes is at the minimum (e.g., Tuesday, Thursday afternoons); lunch-time brown bag seminars; weekend retreats; and, for departmental or divisional programs, a three-four hour block of time when no one in the group will be scheduled to teach. In considering scheduling, keep in mind that it is not necessary to include all possible staff members. Voluntary participation by an interested minority is always preferable to mandatory attendance by a disinterested and perhaps hostile majority.

Instructional Strategies.

The actual strategies or instructional procedures used in group-oriented staff development activities play a significant role in determining their success. In large part, successful strategies evolve from the use of common sense. For example:

- Well-defined objectives and learning activities geared to

those objectives are as valuable to staff development programming as they are to history, math, or auto mechanics instruction.

- Establishing a climate that is informal and supportive, not formal and judgmental, is helpful in any learning situation but especially crucial when dealing with adults.
- Designing programs to secure active involvement by participants in task and problem solving rather than passive listening to content-filled didactic presentations.
- Use of a variety of instructional modes, including self-instructional packages (a wide variety of quality materials is now available on topics ranging from time management to writing better test items); small discussion groups; short, two-three hour seminars; longer, one-three day workshops; weekly, bi-weekly or bi-monthly seminars; retreats; and one-to-one consultations.
- "Modeling" intended behavior in the conduct of the training--i.e., conducting a workshop on individualized instruction as an individualized classroom.
- Scheduling to avoid lengthy sessions without breaks; forgetting the American expectation for coffee/tea/soft drinks at inservice sessions.
- Designating a smoking and non-smoking area.
- Double and triple checking to insure that needed supplies and equipment are present and working (to include a spare bulb for any projector).
- Selecting resource persons on the basis of their ability to meet specific objectives and to match your topic, your staff and your situation--and not on the basis of their general reputation.

As obvious as these warnings may appear, they are often overlooked, with expected consequences.

Incentives.

Although a number of different theories of motivation exist, the common thread running through them is that different factors motivate different people in different ways. A sense of accomplishment, for example, may be a sufficient incentive for participating in staff development for some people, while only monetary rewards are sufficient incentives for others. There are those, too, for whom nothing will act as an incentive. In utilizing incentives, therefore, try to in-

corporate a variety of them into your program.

Present motivational efforts of community colleges range on a continuum from paying everyone who participates to requiring participation in staff development. Between these extremes lie a potpourri of alternatives. Some have been mentioned previously as provisions for staff development, such as sabbatical leaves, released time, and faculty fellowships. Other incentives for participating in staff development programs that we have found in use are listed below.

- Consideration for promotion or tenure
- Increases on the salary schedule
- Units or points granted to staff members for use in performance appraisal systems
- Direct monetary stipends
- Awarding CEU credits, sometimes accumulated to earn increases on the schedule
- Consideration for merit system pay increases

Voluntary, Required or Contractual Participation?

Should participation in staff development be voluntary or required? Or should participation be expected of every staff member as part of a contractual obligation? There is no question that participation in faculty development can be required through administrative edit or negotiated into collective bargaining agreements. What is questionable is whether mandatory attendance results in more than increased attendance statistics. Do, for instance, attendees use the ideas or skills to which they were exposed?

For years, the question was academic. "Command Performances" for visiting dignitaries were as common as the never-ending list of current fads they addressed. However, while it is true that some presidents and deans still prefer to act that way, the arguments in favor of voluntary participation are overwhelming.

Staff development means adult development. The underlying assumptions of adult learning are quite clear: adults learn what and when they want--normally based on an individual feeling of need due to a current problem. Consequently, while attendance can be

required either contractually or by subtle influence, attention and receiving, which are prerequisites to learning, cannot. Thus, those responsible for staff development should do whatever they can to make attendance voluntary.

A possible exception to voluntary participation is the practice of some colleges to "routinize" staff development by making participation one of the criteria used in staff evaluations. In these instances, involvement in staff development counts toward promotion, salary increments, tenure, and retention. Regardless of what is done to secure attendance, the best way to insure learning, subsequent behavioral change, and measurable results is to have good programs.

Promoting the Program.

The best overall way to promote a staff development program is to make sure that as many people as possible in the institution know and understand precisely what the program involves. This can be accomplished through periodic visits to departments and divisions within the institution, a position paper on staff development distributed campus-wide, or development and distribution of the staff development plan. Another way to promote the program through increased understanding is to have a zealous advisory committee who constantly acts as "consumer advocates" of staff development.

When it comes to promoting greater participation and interest in staff development, the best vehicle we have seen is the newsletter. Holding various names and format, the newsletter lets the staff know what's going on, and when, and where. In addition, it is often used to relate program successes, to inform staff about special projects that other staff members are involved in, and to summarize the content of a particularly informative program. There is really no limit to the kinds of information that can be included in these newsletters. If you, the readers, are interested in receiving newsletters from other institutions, write to a few of them and request that your name be added to their mailing list.

Funding

It is an odd paradox that colleges that readily budget funds for maintenance and repair of things (buildings, lawn mowers, computers, typewriters) are unwilling to budget similar amounts for maintenance of people. There is no question that, without adequate funding, the chances for establishing a viable faculty development program are severely diminished. An answer to the question, "How much is adequate?," depends on the needs identified, the program goals derived from these, the means selected to meet these goals, and the number of staff involved. Unfortunately, only a few colleges systematically assess needs, establish goals, or consider alternative approaches to achievement. A sample budget from one college that did so might be of interest:

Staff Development Budget

Faculty fellowships for curriculum development	$15,000
Short-term leaves (up to six weeks)	3,000
Tuition payments	10,000
Preservice training of new staff, including salaries of staff	6,000
Inservice training (consultants)	3,000
Travel	10,000
Released time	5,000
Portion of coordinator's salary attributed to staff development activities	8,000
	$60,000

For a faculty of 75, $60,000 amounts to slightly less than three percent of instructional salaries. In a typical college with 75 faculty, an increase of less than one student per class would pay for the staff development program, as would a decrease in freshman attrition from 33 to 25 percent--both of which are results that have been achieved from staff development activities.

A major factor in determining the cost of a program is its stages of development. When a program is in its initial stages, several

hundred dollars or a couple thousand may be enough. However, as the program expands and the number of participants increases, more money may be needed. Too much money too soon may result in unspent funds (and a resultant lower budget the next year) or more programs than are needed. The key is matching faculty commitment to staff development with the money needed to support that commitment. A failure to match the growth with increased funding is a sure way to foster cynicism and bitterness in some of the most innovative and creative individuals--persons whose support the college cannot afford to lose if it aims at institutional change.

The fact that an effective staff development program will have a price tag cannot be avoided. But, that does not mean that staff development has to be overly expensive. Costs can be minimized. For example, the budgets of most colleges have always contained funds for staff development, such as travel funds or sabbaticals, but they were not identified as staff development. Pooling these travel funds, for instance, and implementing a policy whereby those who wish to travel must share their experiences in a seminar or "brown bag" session upon their return is both cost efficient and an effective form of staff development.

Other ways of economizing include cooperative endeavors with nearby colleges, sponsoring on-campus graduate classes, utilizing college or community personnel rather than distant consultants, sponsoring on-campus activities in which outside participants pay the major portion of the cost, and utilizing continuing education funds to finance portions of some programs. (Why not? The staff pay taxes just like any other resident.)

Closely related to the question of funding requirements is the allocation or distribution of funds. Logically, judgments regarding fund allocation should be based on previous decisions about the assignment of responsibility for staff development and the goals of the program. If staff development is decentralized to the individual manager level, then that unit should control the budget.

If, on the other hand, staff development is centralized, then the central unit should have the budget. The fundamental principle is that the unit or person responsible for staff development should prepare a proposed budget, and then once it is approved, control it. Further, in order to avoid staff members pleading their cases each time funds are needed, a well-defined set of procedures, preferably written, for requesting funds, as well as a set of criteria for weighing these requests, should be developed for allocating the funds.

Normally, convincing the board of trustees or state officials to approve funds for staff development is not easy. While these groups are very much aware of the large sums in staff salaries, they seem not to realize the need for funds to develop and maintain staff competencies--nor do they realize the cost of turnover. In recognition of this, the sequence that several colleges have successfully used is to first determine needs and desire to participate and then to ask for funds. Afterward, they carefully evaluate the program and inform appropriate parties of the results.

Staffing

In this context, staff refers to those persons who are responsible for the planning and implementation of the staff development program. Staff includes members or chairpersons of advisory committees, full- or part-time administrators or other staff members responsible for the program, and internal or external consultant-resource persons who assist in staff development programming. Since the success of the program is obviously dependent on the quality of the staff, it will be worthwhile to review several key factors that can influence staffing.

For instance, advisory committee members usually need training. To be maximally effective, they will need to become knowledgeable about staff development. Provision of some of the basic readings listed in the Practitioner's Bibliography will help. Attendance at conferences and workshops can also be of use, provided they

get beyond the "why you need staff development" stage. In this regard, an excellent workshop model for advisory committee members was one sponsored in Kentucky by the Southern Regional Education Board (1977). After a half day of presentations about the "basics" of staff development, participants were placed in groups according to the size of the college they represented and asked to develop a staff development program for a hypothetical institution. As a result of that workshop, virtually every community college in Kentucky now has a functioning staff development committee.

Those administrators or other staff members responsible for coordinating staff development who are not experienced in staff development can benefit from the activities mentioned above, but they will need additional knowledge and training in order to fulfill their leadership role. This would include participation in regional and national workshops, active membership in the newly created National Council for Staff, Program and Organizational Development of the American Association of Community and Junior Colleges and other similar organizations, and continued correspondence/communication with persons in similar roles.

Speakers, consultants, and resource persons from outside the institution are a vital part of most staff development programs. Their roles include such diverse assignments as "selling" the program to administrators and trustees, stimulating interest among the staff, conducting training, and assisting in planning and evaluating the program. Since another article elaborates on the uses and misuses of consultants (Hammons and Hunter, 1977), only a few warnings will be listed here: know what you want done, then find the persons; check out references closely; be clear about what you expect of them; realize that good consultants cost more because they are good and be prepared to pay accordingly; and orient consultants to the "peculiarities" of your situation.

However, while outside persons are quite important, don't overlook the talent of your own staff. One administration, for example,

was all ready to sign a contract with a consulting firm for a training program for faculty secretaries when the college's secretarial staff reminded them that the institution was in the business of preparing secretaries. Consequently, the secretarial faculty at the college got the job and did as well as, if not better than, the outside firm, at less cost. Of course, they were paid! The training required preparation and time that were not part of their regular responsibilities. (An excellent way to tap into the resources of your own staff is to combine a search for internal consultants with a needs assessment survey, as shown in Appendix B, Sample Format No. 6.) A caution is necessary on the use of in-house personnel. An external person who "bombs" leaves and can forget the experience. A local person, however, has to live with that experience every day.

A frequent question pertains to the desirable qualifications of a person who is to have part- or full-time responsibility for staff development. A list of qualities/experiences that successful coordinators appear to possess is listed below. This list, however, should not be the sole criteria for selecting or not selecting staff members.

Must have:

- A master's degree (the "union card")
- Teaching experience (for credibility with the faculty)
- Good organizational ability
- Confidence and respect of staff and administration
- Realistic expectations about what can and what cannot be done, given resources and time
- A non-threatening personality
- Training in strategies for effective adult learning
- Training in staff development

Should have:

- Training or expertise in human relations, group process
- Knowledge of staff development people/programs elsewhere

Could have:

- Training or expertise in instructional design, organizational development and strategies for implementing change

Relation of Staff Development to Performance Appraisal

Opinions on this item vary from one extreme to the other. On the one hand, it is said that the primary emphasis in performance appraisal should be just that--appraising performance. Whether or not an ineffective staff member has participated in a program designed to help improve his/her job skills or knowledge should not be considered when appraising performance. Rather, in the final analysis, appraisal must focus only on the results obtained. At the other end of the continuum are those who argue for a developmental emphasis in performance appraisal and say that appraisal should focus on the extent to which a person has improved or is attempting to improve.

A middle ground position is that of including professional development as one of several criteria used in appraising performance. Accordingly, all staff members would submit data regarding their efforts in this area in much the same manner as they would for their other areas of responsibility. This allows performance to be evaluated, insures that improvement efforts are recognized, and by making it an appraisal criteria will cause more staff members to think about what they can do to improve. If used in an essentially developmental atmosphere, this approach has great promise.

The Effect of Collective Bargaining on Staff Development

To our knowledge, there have been no articles published on the effects of collective bargaining on staff development and only two articles that have addressed the question of collective bargaining effects on faculty: Nelson, 1972 and Wallace, 1976. Nelson's article is not particularly relevant here since he presented no data on faculty development provisions in actual agreements. However, Wallace systematically examined the collective bargaining agreements of 58 two-year colleges from 10 states to determine their provisions for faculty development.

The major findings of the Wallace study were as follows: 1) less than 10 percent of the agreements contained a statement that inservice education was directed toward increasing teaching effectiveness or

that the Board was committed to professional growth and development of the faculty; and 2) fewer than 15 percent of the contracts contained clear provisions for faculty participation in inservice activities through the establishment of personal improvement plans or faculty development planning bodies.

On a more positive side, Wallace did find that a significant number of agreements contained some provisions to facilitate staff development. Of the 58 negotiated agreements included in his study:

- 24 contained some provision for inservice days
- 52 contained provisions for leaves of absence without pay
- 56 provided for sabbatical leaves
- 32 contained some understanding on tuition reimbursements
- 34 provided for educational travel and attendance at professional meetings
- 15 included released time and stipends for the development of experimental instructional programs
- Less than six made reference to other less conventional development concerns like ownership of faculty-developed instructional materials
- Only four avoided lock-step systems of placement and advancement on salary schedules linked to experience, degrees received, and credits earned.

The last finding has particular significance for faculty development. As Wallace stated, "Lock-step salary scales and promotion schedules tied to teaching longevity and credits gathered severely hamper an institution's staff development efforts because they suggest that the college does not consider professional development serious enough to link it to two of the most important faculty motivators and morale builders--salary and promotion" (1976, p. 391). The long-term effects of lock-step salary schedules on faculty incentives is not yet known, but the short-range results are already manifested in the reluctance of some faculty to become involved in development procedures.

In interpreting these results, one major caution should be observed. Due to legal reasons and other restrictions regarding what is and is not negotiable, it is possible that many of the

58 colleges studied were supporting faculty development in ways that were not reflected in the negotiated agreements.

Also of relevance to this discussion is the senior author's experience as a consultant to approximately 20 community colleges with collective bargaining agreements in effect at the time of his visit, several of which had experienced strikes or "slow downs" prior to his visit. Contrary to what some administrators might suspect, no differences could be detected between faculty attitudes toward instructional improvement in those colleges and in colleges with no collective bargaining agreements. In fact, in several instances, the advent of collective bargaining had been a positive force, resulting in days set aside for faculty development, separate funding for faculty development, and creation of a faculty development committee.

However, unless both parties are careful, collective bargaining contracts may curtail faculty development activities by so committing resources to salaries that little, if any, funds are available for other activities, or by incorporating rigid agreements regarding faculty workload that make it very difficult to schedule faculty development activities. Then, too, there is always the risk that faculty suspicion about administrative "hidden agendas" regarding scheduled faculty development programs, or administrative fears about "precedent setting" activities might result in new demands at bargaining time that result in faculty development matters being "postponed until next year."

CHAPTER 3
DETERMINING STAFF DEVELOPMENT NEEDS

Although the literature on staff development has expanded tremendously over the past few years, a gap still exists regarding needs assessment for staff development. Many authors (Claxton, 1976; Garrison, 1975; Hammons and Wallace, 1974) acknowledge that needs assessment is essential to the planning process, and surveys and questionnaires are frequently cited as appropriate assessment methods. Rarely, however, has there been any elaboration about these methodologies or any other viable means for addressing the needs assessment process. The purpose of this chapter is to highlight several of the many different methods that can be utilized to assess staff development needs.

Definitions and Assumptions

In order to define needs assessment, the word "need" should be first defined. A dictionary definition of "need" includes phrases such as "something that is lacking" or words such as "a deficiency". In both instances, there is a tendency to place an unacceptable or negative connotation on the word. A more descriptive word for use here might be the word "discrepancy", which simply indicates a difference between what is and what is desired. Thus, needs assessment can be conceptualized as the process of determining the gap between where one is and where one wants to be. Included in the process should be not only a determination of the gap itself, but also a determination of the magnitude of the gap.

Now that needs assessment has been conceptualized and defined, it is important to look at some underlying assumptions that will make the process successful. One important assumption has to do with the concept of adult development, and thus, certain implications delineated in theories of adult learning need consideration. One theorist, Malcolm Knowles, for example, has pointed out that the term pedagogy, used to describe in a general way the art of teaching,

refers to the teaching of children. Knowles (1973, 1975) prefers the term andragogy, which comes from the Greek "aner", meaning adult and "agogus", meaning guide. Thus, andragogy refers to the art and science of teaching adults.

Several assumptions are involved in the theory of andragogy, but two of these are especially pertinent to the process of needs assessment. First, andragogy assumes that as individuals mature into adults, they become increasingly self-directed in their approach to learning. Instead of being "other-directed", adults want to be able to assess their own needs, take the initiative in defining their learning goals, and implement their own learning strategies. Second, children, for whom learning is not much more than an accumulation of knowledge, tend to be "subject-oriented", whereas adults are more "problem-oriented" in their learning. Adults desire to learn in order to solve specific problems they are faced with in their everyday lives and work.

It should become readily apparent that when change is being implemented in groups of individuals, resistance and resentment do exist. Part of this is due to the natural resistance to change and part occurs because the adult desire for self-directedness has not been honored. In other words, those responsible for designing an effective staff development program must involve potential participants in its initial planning. And, there is no better place than needs assessment to do that.

Purposes of Needs Assessment

Although there may be a variety of purposes associated with conducting a needs assessment, the four identified here probably occur with the greatest frequency. The first purpose is the actual assessment of discrepancy needs. It is one of the basic planning steps leading to the design of specific staff development activities and programs.

The second purpose is to obtain information from staff members on what they perceive should be the general nature and directions for a staff development program. Many people have been given the responsibility

for staff development, knowing that they have at least some support from the administration and some idea of what the administration would like to see them do. However, what about the rank and file staff members? What do they feel the goals of staff development should be? What general areas do they want to include under staff development? How do they see the program being evaluated? And what kind of incentives or rewards would they like to see instituted for their participation in staff development activities? The answers to these questions can be obtained through the needs assessment process. (An instrument designed for just that purpose is included as Appendix A.)

The third purpose for conducting a needs assessment is to identify strengths. It is possible to identify people on campus with specific strengths, skills, and competencies who would be willing to share those skills with others and help with certain activities.

The final purpose for conducting a needs assessment is to gather data that will provide information for writing proposals. Many staff developers are having to turn to sources other than the institution to fund portions or all of the staff development program. Assessing the needs, then, can form part of the rationalization necessary to justify seeking funds.

Methods

Listed below are descriptions of methods that could be used individually or in conjunction with one another to assess staff development needs in the community college. Following each description are some advantages and disadvantages to using that particular method. Four of the methods--Administration Determined, Results of Other Surveys, Direct Observation, and Whatever There's Funding For--are methods that all too frequently occur on community college campuses but these four are not considered to be viable alternatives.

Administration Determined.

Description: Included in this methodology are those memos or messages from the college administration announcing that Dr. So-and-So

from state university will be on campus at such and such a time to talk about his community college salvation system. The remainder of the memo makes it clear that staff are expected to be there.

Advantage: It is easy to assume what people's needs are.

Disadvantages: There is no involvement in the process on the part of those expected to participate in the activity. Moreover, assumptions can be erroneous. This method is not recommended.

Survey.

Description: The survey is usually a pencil and paper instrument consisting of one or more pages. It usually presents a list of possible topics or need areas to which the individual is to respond according to his level of interest or need. (For the reader's assistance in designing a survey, Appendix B contains samples of a variety of needs assessment survey formats and Appendix D contains a pool of items that can be used in a survey.)

Advantages: The survey is usually easy to administer and insures the involvement of those for whom the staff development program will be designed.

Disadvantages: Depending on the design of the survey, it could be difficult to either tabulate or interpret. General resistance to questionnaires could present a problem in that the results may not be representative of the group if the rate of return is low.

Results of Other Surveys.

Description: In this case, the staff development director consults a survey that has been conducted by someone else and assumes that those same needs would be appropriate for his institution as well. For example, a person could look at the results of the needs assessment of 207 Northeastern United States community colleges conducted by Hammons and Wallace (1974) and conclude that those same needs would apply to community colleges in other regions of the nation.

Advantage: The data are readily available in usable form.

Disadvantage: This method does not involve the institutional staff members in the assessment of their particular needs, and

therefore, is not recommended.

Direct Observation.

Description: This method could be considered a form of paternalism. Someone (normally an administrator) determines that someone is not doing something right, and therefore, needs training.

Advantage: Again, it is easy to make assumptions about people's needs.

Disadvantage: There is no involvement on the part of those who are assumed to have a need. This, then, is another one of the four methods described in this Handbook that is not recommended.

Interviews.

Description: The staff developer schedules individual interviews with staff members and, during the interview, asks questions geared to ascertaining their particular needs and interests for further learning. (Appendix C contains an interview form used by one community college.)

Advantages: The interview affords the opportunity for a personal contact with a staff member and may provide a more sensitive way of determining needs than some other methods. Obviously, it is based on individual needs.

Disadvantages: The interview process is time-consuming. In addition, the person conducting it needs to be skilled in interviewing and listening because, without such skills, much useful information may be left undiscovered. Finally, the process is difficult without some pre-arranged set of questions or some type of form on which to record the individual's responses.

Individual Contracts.

Description: If an institution were using individual contracts, each individual staff member and supervisor (depending on the size of the institution) would sit down for a conference. During a similar conference a year earlier, these same two individuals would have mutually agreed on a set of goals that could have included focusing on instructional improvement, noninstructional activities, community

service activities, and professional development. These goals would have been placed in written form and described as a performance contract, or a professional development plan.

Now, in an atmosphere of trust and openness and in a nonpunitive manner, the supervisor discusses with the staff member the progress made on the set of goals or performance standards. Together, the two reflect on the bright spots and the areas where achievement did not occur. It is at this point when needs of the staff member come to light. The need for skill development may be identified in relation to old goals that are still relevant or new goals that require exposure to new ideas or new training. In any case, the person or persons responsible for staff development should become aware of these needs once the new contract and methods for implementing the contract are agreed upon.

Advantages: The process involved in the contract method facilitates the matching of an individual's personal and professional goals with the goals of the institution. It also involves the individual, not only with the identification of needs but also with the creation of means to meet those needs. Finally, the methodology provides a consistent source of current needs.

Disadvantages: Unless an atmosphere of mutual trust and openness and a sense of commitment to the process exist, the process will not accurately or adequately assess needs for development. Further, the implementation of the process itself may require considerable training prior to implementation. And finally, the consolidation, collation, and synthesis of the data generated by the contracts may make the task of those responsible for staff development more difficult than if the data were in a more unified format.

Nominal Group Technique.

Description: The nominal group process, as described by Delbecq and Others (1975), begins by presenting a group of from seven to nine individuals with a question. An appropriate question for a nominal group needs assessment might refer to staff development needs.

The group members write brief statements or phrases regarding their ideas about the question and/or select needs statements from a lengthy list of possibilities. After the group has had ample time to write its ideas, each member of the group suggests one idea in turn. The group leader writes the idea on a blackboard or on newsprint until all ideas have been expressed. Next, the group members go over the list, clarify the meaning of items, and eliminate duplications. Then, each individual rank orders a specific number of these items on a set of 3 x 5 cards. The total group priority rating for each item is then computed. There are other steps in the process, but they are optional. If the steps have been completed up to this point, a listing of staff development needs should be available.

Advantages: All possible ideas regarding needs should be generated. This is a quick process and avoids the possibility of the group being dominated by one person because each person has an equal opportunity to present ideas. Moreover, it provides a comfortable atmosphere for clarification of stated needs and by obtaining individual priority ratings, it helps eliminate social pressure toward consensus.

Disadvantages: In order to apply the technique to larger groups of people, extra training is required. Also, the process requires a feeling of trust among the individuals in order to achieve the openness needed for mutual sharing.

Problems.

Description: Throughout the school year, as meetings are held and individuals or groups confer with one another, problems are often identified. If the problem comes to the attention of the Staff Development Facilitator, there are several steps that can be taken to ascertain needs. The problem needs to be stated in explicit terms and then refined so that it would be as descriptive and specific as possible. Evidence of some sort should then be collected to support the existence of the problem. If the stated problem does, indeed, exist, then the Facilitator can determine what needs to happen in

order to solve it. As a result of this process, some learning needs may be identified.

Advantages: This method provides an avenue for identifying needs at any time during the academic year. It also tends to create high motivation to participate in a staff development activity since it would be designed to solve an immediate problem.

Disadvantages: There is the possibility that even though professional development needs may be implicit in the identification of a problem, the staff development director may never become aware of those needs. In addition, if used exclusively, the problem method could lead to reliance on crisis planning. A final disadvantage is that people have a tendency to simply refuse to admit to anyone that a problem exists.

Whatever There's Funding For.

Description: Frequently, someone in a community college will discover that there is funding available for the initiation of some particular program. The deadline for submitting a proposal is usually a week or two weeks away. And, rather than take the time necessary to establish whether a real need for the program exists or not, the assumption is made that it is needed. Accordingly, needs are manufactured in accordance with the guidelines of the funding agency.

Advantage: If there is any real advantage, it would be that the institution at least gains the funds necessary to meet whatever needs were identified.

Disadvantages: The disadvantages should be evident. There is usually no involvement by those who are assumed to have the need. Consequently, if the grant is awarded, the effort will likely be met with resistance and resentment; not a likely atmosphere for a successful staff development effort, and therefore, not recommended.

Job Description/Role of Faculty Member.

Description: In some institutions all staff members have a detailed job description, while in others, they have a delineated

set of roles to which they subscribe. Whenever a person does not have the skills or competencies to fulfill a required role or a portion of the job description, a need is identified.

Advantages: For new staff members, whose skills are discussed in relation to the role of job expectations prior to joining the staff, this is an excellent vehicle for fostering immediate involvement in the professional development process. It has the further advantage of relating training and the need for training directly to the job itself.

Disadvantages: This method may be difficult to initiate for staff members already on the job. The method also assumes that there is a process for matching roles of job descriptions with specific competencies and evaluations of those competencies. Further, as mentioned previously, a mechanism must exist for transmitting any identified needs to those responsible for staff development.

Modified Delphi Method.

Description: In a modified form of the Delphi method, the first step is to identify those whose needs are to be assessed. Once that group is established, members of the group (or a sample if the group is too large) are asked to list their most urgent professional development needs. Whoever is conducting the assessment then makes a composite list of all the needs identified by the group, eliminating any duplications. The list is sent to each person in the group with directions to rate each item in each of three areas on a four-point scale. The three areas associated with each need are the importance of the need to job performance, the urgency of the need, and the frequency with which the need occurs.

The needs assessor makes a group tabulation of the data and returns the tabulations, together with their individual ratings, once again to the members of the group. At this point, the members are given the opportunity to re-assess their own responses in view of the responses of the total group and make changes in their individual ratings. After this last rating is returned, a final group tabulation

is computed.

Advantages: There is a greater involvement of individuals in the assessment of their needs as compared to some other methods. The final form of needs is likely to be rather refined and precise, and the information regarding the importance, urgency, and frequency should facilitate planning efforts.

Disadvantages: Depending on who is responsible for staff development and how much time is available for the planning process, the time and effort needed for the computation and tabulation of the data could become prohibitive. Those individuals who are having their needs assessed must also be willing to devote the time to completing the forms so that the whole process may not get bogged down.

Questions/Tips

While in the process of deciding which methodology to use, several major questions may arise that will demand some attention. These concerns are presented below with some possible answers.

Sample Group or Blanket?

The questions of whether to utilize sampling or mass assessment procedures will only pertain to certain methods. If personal interviews are utilized then sampling would be more appropriate. Interviewing takes time and enough time to interview everyone is usually not available. However, if a small but representative sample is interviewed each year, perhaps most, if not all, members will eventually be involved in the process.

If surveys are utilized, the sampling question may depend on several factors, such as the size of the group involved, the homogeneity of the group, and the size of the return needed for adequate and accurate assessment. The question may also depend on the purpose of the needs assessment. The Delphi method, by virtue of asking people to respond to data three different times, may be considered too lengthy for less than very important purposes.

What Information Do You Want?

This is an especially important question in designing surveys.

Other than the needs being assessed, it is possible to gather information regarding the scheduling of staff development activities, the preferred instructional formats used in designing activities, the nature of graduate work desired, or demographic characteristics. The decision to include any of these factors will depend on whether or not the information will serve a useful purpose and will facilitate the planning of programs or activities to meet identified needs.

Ease of Completion.

It is imperative, in designing a survey, that the directions be clear and straightforward and that the instrument be completed with minimal confusion. Nothing is so frustrating as a form that is too complicated to complete or one that has confusing directions. This is also important in the forms used to collect data applying the Delphi method.

Format--Interpretability.

When discussing the methodologies, it was pointed out that some of the computation procedures could be lengthy and/or complicated. If a survey form is used, the format should provide for quick, easy tabulation as well as a set of results that can be readily interpreted. The easier the data are to interpret, the easier it will become to translate those data into activities and programs.

How Often?

A well-designed survey of a successful Delphi assessment may yield enough information for two or three years of planning. However, if interviews are conducted or if any other process is utilized that relies only on a sampling of needs, a yearly assessment may be necessary. In any event, the assessment is not likely to occur more frequently than once a year.

What Kind?

The particular kind of method selected could depend entirely on how much time is available to devote to assessment. Some methods, because of their disadvantages (primarily lack of involvement from those who would benefit from a program), should be disregarded

without question. However, Claxton (1976) points out that a comprehensive assessment of needs cannot be achieved by utilizing just one method. While some needs can be identified with a survey, others may be discerned only through an interview.

Which Needs Should Be Addressed First?

What needs to address first should be a balance of the urgency, the available resources, and the prevalence of the need. The Nominal Group Technique builds ranking of needs into the process, and urgency is built into the Modified Delphi method. It is also important to remember that those needs first addressed should be ones in which institutional goals can be achieved through addressing the learning needs of the individual.

Conclusion

Conducting needs assessment has been singled out as one of the essential aspects in planning staff development programs. However, for the practitioner who wants to know what methodologies are available for assessing needs, the literature yields only limited possibilities. Hopefully, this section has not only helped increase awareness of some of the ways that needs can be assessed and their advantages and disadvantages, but it has also offered suggestions for designing and conducting effective assessments.

CHAPTER 4
ADJUNCT FACULTY DEVELOPMENT

While staff development for full-time faculty and staff often needs little justification, preservice and inservice education for part-time faculty are other matters. The usually tenuous ties and short term contracts held by part-timers with the two-year college have led many administrators to discount both the need and value of training for this constituency. However, we suggest that staff development for adjunct faculty may be much more necessary and more productive than is often realized. In this section we will therefore focus on ways of determining the staff development needs of adjunct faculty and describe a number of practical programs that are effectively meeting those needs.

Need for Adjunct Faculty Development

The rapid growth in adjunct faculty at two-year institutions suggests that those instructors are becoming an increasingly significant part of the teaching effort at these schools. The National Center of Educational Statistics has recently reported that in only four years (1973-1977) the number of adjunct faculty has increased from approximately 45,000 to 85,000. This represents an 80 percent increase in the use of part-timers while, during the same period, full-time faculty were growing only 11 percent. The American Association of Junior Colleges, in its 1977 Directory, indicates that part-time faculty held 36 percent of the instructional positions available at community colleges in 1975-76, up from 28 percent in 1968-1969. Furthermore, a review of the AACJC Directory for 1977 will quickly reveal that at a significant number of institutions adjunct faculty comprise 40 to 60 percent of the staff. Whatever the reasons for their employment (cost reduction, maintenance of staff flexibility, and so on), the fact is clear: they are becoming a significant segment of the two-year college's effort--too significant to ignore if an administration's aim is the continuing enhancement of educational quality and productivity.

At the same time the literature suggests that little if anything has been done to orient part-timers to their responsibilities, to the community college's philosophy and objectives, or to advanced instructional techniques and technology (Bender and Hammons, 1972; Bender and Breuder, 1973; Lombardi, 1975). Thus, the two-year college with large numbers of part-timers may be faced with a major segment of its instructional staff who neither fully understand its own responsibilities nor the institution's mission. This staff may lack the knowledge to render efficient, effective instruction, and little may be done to help improve its instructional productivity. In short, the problem of part-time faculty may contribute significantly to the overall instructional problems being faced by two-year institutions.

Determining Adjunct Needs

What exactly are the adjunct faculty's needs for staff development? This question is by no means as easy to answer as it is for full-time faculty. For instance, if one reviews the foregoing section in this handbook dealing with staff development needs assessment, one will find many of the methods there inappropriate for the part-timer. An administrative determination of needs may be based far too much on assumption and a stereotyped view of adjunct faculty. On-campus surveys are more to the point, but we have found that while a strong return can be gleaned from full-timers, too often the part-time returns are so low as to be next to useless. Results of state, regional, and national surveys of adjunct needs might be valuable if they existed. Overall these methods do not lend themselves very well to the determination of adjunct staff development needs.

Perhaps the best approach is a combination of several methods. Preservice interviews with part-timers, direct observation, faculty evaluation, clearly defined adjunct job descriptions, and individual contracts may be the most productive if these are part of the institution's regular policy and/or practice with adjunct faculty. However, before such practices can be utilized, colleges must move to institute them. The only study to date touching on preservice and inservice two-year

college response to part-time faculty (Bender and Breuder, 1973) found that this was not occurring. It revealed that even institutions having more part-time than full-time faculty had generally "not developed orientation programs tailored to meet the needs of adjunct faculty" (Bender and Breuder, 1973, p. 34) and 63 percent had only an informal evaluation by the administrator in charge. Clearly, before institutions can systematically utilize interviews, observation, evaluation, job descriptions, and individual contracts as data gathering techniques, those practices must become part of the college's policy and practice.

Means of Adjunct Staff Development

To be effective, adjunct faculty should at least be able to answer most of the questions posed by students, not only on the subject matter taught but on class and college policies. In aiding part-timers to assimilate the necessary information to do this, several techniques can be useful.

First, the publication of an adjunct faculty handbook is one method of communicating important information on procedures, policies, and responsibilities that the part-timer should know and understand. The thick, detailed full-time faculty handbooks that most institutions generate contain significant amounts of information that do not relate to the special questions, concerns, and problems of part-time faculty. Bender and Hammons (1972) suggest that the concerns of adjunct faculty are both procedural and substantive in nature. For instance, procedurally they are interested in questions like keeping roll, ordering media, secretarial service; substantively, their questions relate to the nature of the college's grading system, the determination of course content for courses for which no syllabus or text are available, the source of background information on students, answers for questions the instructor cannot answer, and so on. A carefully compiled adjunct faculty handbook will go far toward resolving many of these questions and problems.

Second, the establishment of a mentor system in which interested

veteran full-time faculty members are assigned to assist part-time staff has proven productive. Both individuals involved may find the "system" rewarding--the full-timer by assuming the position of mentor and professional aide; the part-timer by finding a professional friend with whom there can be consultation on professional problems. The handbook and mentor system offer administrators two low-cost, easily instituted, and effective methods of orientation. In fact, the latter method may be viewed not only as an orientation technique but also as a form of inservice education.

Third, care can be taken to give adjunct faculty a sense that the institution is interested in their work, through the scheduling of a brief workshop at the beginning of each term and/or a one-on-one briefing by the individual's immediate supervisor. Part-time faculty members often fail to identify themselves with institutional objectives, perhaps in part because their association with the institution is not always one of personal priority. However, it is just as likely that part of the individual's failure of commitment is related to an institutional failure of commitment that may go beyond low salary, no benefits, and few support services to little or no administrative oversight or concern. Orientation activities, like those delineated above, are a beginning for the institution in attempting to foster a reciprocal commitment on the part of the adjunct staff member. However, the college should not stop with orientation. Part-timers must be made to feel that the college is concerned with their instructional improvement and professional growth.

Thus, the fourth suggestion here is that evaluation and inservice training activities should follow orientation as elements of a continuing, integrated faculty development program. Evaluation of the instructional efforts of part-time faculty should be formal and similar to, if not the same as, that for full-time personnel. Furthermore, its aim can be more than judgmental i.e., more than merely determining if the adjunct faculty member should be rehired for another semester. If needed, with little additional effort, it can also have a developmental aim--one of fostering the instructional and professional growth of the

individual.

Finally, inservice training for part-time personnel can be provided in at least two ways, other than administrative oversight and evaluation: one is opening inservice programs for full-time faculty to the participation of part-time instructors; the other is the payment of adjunct faculty to attend programs especially designed to meet their ongoing needs. Workshops and meetings held on-campus for the professional growth of full-time faculty and for instructional development can be opened to those adjunct instructors who volunteer to attend. Every faculty possesses part-timers who, despite the normally nominal pay and minimal support services, seek to upgrade their professional knowledge and skills. This desire should be encouraged. In reference to the payment of adjunct faculty to attend programs, little research exists. However, an experiment by Burlington County College (N.J.) suggests that such an approach can be both a productive and relatively low cost method of encouraging part-time faculty development. The institution offered to pay each adjunct member travel expenses plus $15 for attendance. The part-time faculty responded enthusiastically and the effect of inservice training increased dramatically.

Models For Adjunct Staff Development

A number of models of adjunct staff development programs that incorporate the above concerns do exist. Two of these are described below: the staff development project for part-time instructors generated by Richland College of the Dallas County Community College District and the Adjunct Training Institute established by Burlington County College (N.J.). Both models carefully delineate recruitment and selection policies for part-timers, including clearly defined job descriptions containing staff development components. Each utilizes orientation programs tailored to the professional needs of part-timers. Each clearly defines supervisory responsibilities for part-time instruction, and each attempts to evaluate its program in terms of economy and productivity. Finally, both recognize the necessity of incentives in fostering commitment of adjunct instructors to their work in the classroom and their relationship to the college as a whole.

The Richland Project's goal is to enable part-time faculty to demonstrate at least the minimal instructional skills they need to help their students achieve all course objectives. Upon the completion of a series of orientation and inservice programs, the adjunct instructor is able to demonstrate a knowledge of community college philosophy, objectives and procedures; student characteristics; the importance of both affective and cognitive components of learning; teaching for developmental learning; administrative structure and support services; common barriers to learning; management of learning; counseling and communication techniques; and the Learning Resource Center role and function. Recognizing that the personal and professional schedules of part-time faculty often make them difficult to reach, the project planners instituted an optional delivery system--the hallmarks of which are convenience, economy, accountability, and flexibility. The system utilizes one-half to one-day orientation sessions coupled with the mentor relationship described above. Moreover, use is made of independent study packages, a series of weekend seminars covering the package material, and the opening of full-time faculty inservice programs to part-timers. To insure ongoing adjunct staff development, Richland has granted "first class citizenship" to part-time instructors in the form of instructional development grants, professional travel, attendance at staff workshops, service on college committees, and many of the other privileges normally available only to full-time instructors.

As early as 1970 Burlington County College was involved in a concentrated effort to improve the knowledge and skills of adjunct faculty. More recently it has structured its personnel policies to allow part-timers the privilege of both seniority and rank (with increased part-time salary rates to boot). These privileges are utilized as incentivies for participation in Adjunct Training Institutes, five of which are held each year for new faculty. Leaders of the institutes first present a general overview of the community college, then focus on orientation to the college, its students, its instructional philosophy, resources, and services. This is followed by an introduction to Burlington's systematic approach to instruction and assistance in developing such skills as the design of a syllabus, creation of a learning packet (including topics, rationale,

objectives, and pretest-posttest information) for a unit of instruction, and writing of unit tests.

In conclusion, the dramatic growth in the utilization of part-time faculty suggests that their orientation, evaluation, and inservice training must increase significantly if the two-year institution is to remain viable. Limiting staff development activities to full-time faculty reduces effectiveness significantly for it neglects a major segment of the instructional staff.

CHAPTER 5
EVALUATING THE PROGRAM

According to a report assessing evaluation practices of faculty development programs in 326 two-year colleges (Centra, 1976), only 19 percent had completed evaluations of their programs or activities. Another 35 percent of the two-year colleges had completed partial evaluations, leaving a little less than half of the faculty development programs with no evaluative practices in effect. Although this study focused on faculty rather than staff development, the prevalence of evaluation of the latter is probably not much different. With the encroachment of state control over community colleges and the continued reduction of financial resources, such disregard for evaluation cannot continue.

The purpose of this chapter is to provide sufficient information on the purposes, components, and considerations of evaluation in order to supply an easily understandable and readily adaptable plan for evaluating staff development programs and/or activities. It is hoped that the information in this chapter will lead readers to feel at ease with evaluation rather than be intimidated by it.

Purposes for Evaluation

There are two major purposes for initiating or conducting an evaluation of staff development. The first purpose is summative--that is, determining if a program as implemented to date is worth continuing. The other is formative--providing decision-making information to those responsible for implementing and developing the program in order to make improvements. Any staff development program may be evaluated according to either one or both of these purposes.

Ingredients for Evaluation

In order to facilitate and set the stage for evaluation, there are four necessary ingredients. The first three of these--institutional goals and objectives, needs assessment, and a staff development plan--have been discussed in earlier chapters. They become ingredients for evaluation because they can assist in specifying what is to be evaluated as well as in providing criteria for evaluation. If a staff development program is

implemented without institutional goal, needs assessment, and/or an overall plan, the possibility of conducting an evaluation is not negated. It only limits the level of evaluation that is conducted.

The fourth ingredient for evaluation of staff development is a plan. Evaluation should not be conducted in a haphazard manner. Rather, the evaluation process must be conceptualized in terms of and should flow from a set of guidelines, a pattern, or a specific framework. The term most often used in the literature on evaluation to describe such frameworks or guidelines is "model", and it is the search for effective models that has become the main stumbling block to evaluating staff development.

Where then, can one find an effective model? In a recent article on evaluating staff development, Smith (1977) describes three models that can be used, and further models by Provus (1971), Stake (1967), and Stufflebeam (1971), among others, are available from the educational psychology literature on evaluation. Perhaps the most fruitful source of information, however, is training in business and industry. The training function has been a sizeable part of the operating budget in some businesses and industries for a long time, and training managers have become accustomed to evaluating their effectiveness. Consequently, when we searched for a model, we turned to the literature on training in business, in particular the ideas and concepts of Kirkpatrick (1967) and Brethower and Rummler (1977).

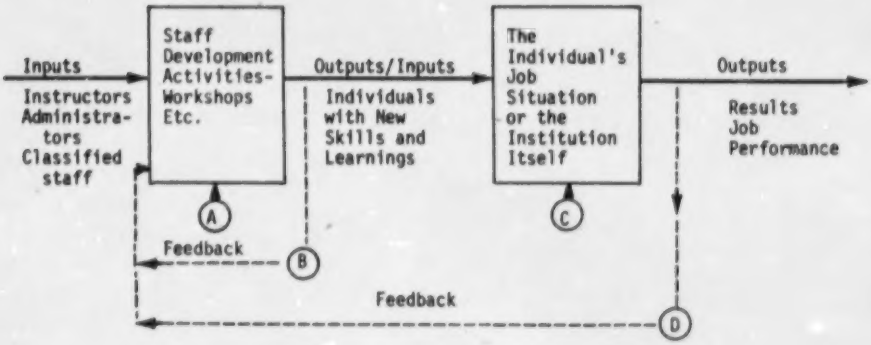
A Systems Model for Evaluation of Staff Development

The concept of systems has been applied to education over the last decade or so in varying levels of complexity. The simplest system consists of a set of inputs that enter into a process, from which results a set of outputs. Staff development can be viewed as a system with inputs of teachers, administrators, and secretaries being processed through workshops, conferences, or seminars hopefully to emerge with certain teaching skills, administrative behaviors, or secretarial skills. In this instance, staff development can be thought of as a processing system.

However, staff development cannot function by itself. It functions within the larger system of the institution and in cooperation with the systems that contain the jobs held by individuals in the organization. Thus, the latter system, the performance of individuals on the job, is a receiving system for

the outputs of the staff development system. Figure 2 illustrates this relationship, with the points labeled A through D representing four different levels of education.

Figure 2



Level A--Reaction.

The question posed at this level is "how do the people participating in staff development activities like them?" If, for example, a group of instructors attend a workshop on cognitive mapping, evaluation should focus on whether they were generally pleased or displeased with parts or all of the workshop.

Level B--Learning.

Although the instructors in the example may thoroughly enjoy the cognitive mapping workshop because it had multiple visual aids, numerous handouts, and a leader who commanded everyone's attention, they may not have learned anything of value. So, the central concern here is whether or not the participants learn what they are supposed to learn. Does the staff development activity effectively teach the concepts that it is supposed to teach?

Level C--Behavior.

Assuming that our instructors learned the material on cognitive mapping, the next logical place for evaluation is the job setting. Do the instructors apply what they have learned from the workshop in their classrooms? In general, then, do participants change their job behavior as a result of the staff development activity?

Level D--Results.

To continue the example with our instructors, the evaluative question now is what effects the application of the cognitive mapping concepts have on their job performance. Is instruction improved? If so, how do we know? Are students learning more? Have dropouts decreased? What, in general, has happened as a result of applying concepts learned through an enjoyable staff development program or activity?

As evaluation proceeds from the reaction level to the results level, it becomes more difficult to implement. Ideally, comprehensive evaluation should include data from all levels. However, evaluation can begin at any one of the levels, preferably at the reaction level. The pitfall is that in so many staff development programs evaluation never gets beyond the reaction level.

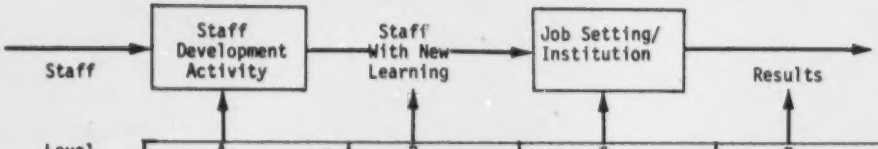
Basic Considerations at the Levels of Evaluation

Once the level or levels of evaluation have been established to form the basis for the evaluation plan, the remainder of the model can be completed by focusing on the following six considerations.

1. What is there to know? These are basic questions asked at each evaluation level. For example, the basic question at the reaction level is whether participants like the staff development activity?
2. What can be measured to answer those questions?
3. What dimensions of learning or performance are to be measured?
4. What are the sources of the measurement data?
5. How are the data to be gathered?
6. What evaluation criteria are to be applied to each question?

For ease of use the model to plan for evaluation can be placed in matrix form as shown in Figure 3. For illustrative purposes we have shown how the model would be applied in devising an evaluation for a cognitive mapping workshop.

Figure 3



Level	A	B	C	D
What is there to know?	Do participants like the activity or program? If not, why not?	Did learning occur? If not, why not?	Are the learnings applied in job setting? If not, why not?	Does application of learning have any effects? If not, why not?
What can be measured?	Participant reaction during or after the workshop	Participant's knowledge or performance during or after the workshop	Instructional improvement projects undertaken Extent of mapping usage in classroom	Student performance Student attrition
Dimensions of measurement	Relevance of content Workshop design Competence of resource persons	Understanding Application Articulation	Attempts to match learning style with instructional style Provisions available for alternate learning pathways	Grades Course completion time Percent of material learned Attrition
Sources of data	Participants' reactions Comments to other participants Comments to resource persons	Performance on exercises Presentations to other participants Posttest	Classroom behaviors and methodologies utilized Instructional materials developed	Student records Instructor records
Data gathering methodology	Observation Interviews Questionnaires	Observation Document review Questionnaires Objective Test	Observation Interview Review of instructional materials produced	Interviews Statistical compilation of data from student/instructor records
Evaluation criteria	At least 80% of the participants should respond favorably	At least 90% of participants will demonstrate learning of 90% of content presented	At least 50% of participants will utilize cognitive mapping in at least one class within 18 mths.	Number of students achieving ABC's will increase 15% Attrition will drop 10% in a year

Considerations

Purposes of Evaluation.

Misunderstanding the conditions under which a newly implemented staff development program is operating can create problems in design and in the consequences of evaluation. A program operating under the assumption that evaluative efforts are to be used solely for program improvement will probably find its evaluative data insufficient to justify the continuation of the programs.

Extent of Evaluation.

Another consideration is whether the administration is willing to accept evidence of program effectiveness or demands proof of it. Kirkpatrick (1977) points out the distinctions between evidence and proof. Evidence is found in data supporting the notion that participants liked a staff development activity, learned the material presented, and applied it on the job with positive results. Proof requires more. It must indicate that a specific staff development activity and no other possible alternative is responsible for the results obtained. Because gathering proof will require more stringent evaluative procedures and will be more time consuming and expensive than gathering evidence, most administrators will be willing to accept evidence. If they are not, Kirkpatrick suggests either gathering proof at all costs, or convincing them that evidence is sufficient and that proof is either impossible or impractical to establish.

Assistance in Evaluating.

For those not skilled in evaluative techniques, a resource person to assist in developing the evaluation plan can be an invaluable asset. An institutional research person can provide the most assistance.

A recent article by Claxton (1977) delineates some areas where the institutional researcher can provide valuable input to the staff development program. Besides assistance in needs assessment and goal setting, the institutional researcher can aid in evaluation in three ways: providing continuous assessment of staff development activities as they occur; by determining the extent to which staff development goals have been met; and by devising ways that the information generated in the other two processes can become part of the improvement and refinement cycle of staff development

planning. If an institutional researcher is not available, then an outside consultant, a psychology instructor, or a recent faculty graduate of a doctoral program well versed in research techniques might be called upon for assistance.

Time.

Two aspects of time require consideration--the length of time taken to conduct the evaluation, and the point in time to begin the evaluation. First, evaluation could conceivably take up so much time that the implementation of the program suffers. This is especially true of programs that are just getting started. Also, if time is limited, evaluation should also be restricted to those program aspects that are most critical to the institution.

As for procedural matters, evaluation for the reaction and learning levels should take place as soon after the activity has taken place as possible. Evaluation at the behavior and results levels will clearly involve longer time periods, for time must be allowed for behavior to change and results to become manifest.

Status of Staff Development Program.

A staff development program that is in its infancy can develop its evaluation in either of two ways. It has an excellent opportunity to plan an effective evaluation at all four of the levels in the proposed model. Or, evaluation can be focused on the first one or two levels--reaction and learning until the program has matured enough to begin looking at behavior and results. However, a more advanced program (usually accompanied by increased financial resources), should determine if participants are applying what they have learned and if the institution has been affected by those applications.

In sum, then, the model presented above can be easily adapted, and should provide the basis for a sound evaluation plan. If the model is used, selecting the levels included in the plan--reaction, learning, behavior, and results--should be based on a proper balance of the time, money, and expertise available to implement it.

CHAPTER 6
ESSENTIAL ELEMENTS OF A STAFF DEVELOPMENT PROGRAM

A logical way of concluding is to summarize what appears to us to be the most important ingredients for a successful staff development program. For the most part, these have been discussed in previous sections.

Acceptance of the need for staff development by the staff -- Staff development is adult development and for adults to participate, they must perceive a need.

A program based on the needs of the staff -- Staff can agree on the need for staff development and disagree with the content of the program. To insure that does not happen, staff needs must be considered when programs are designed.

Measurable program objectives that relate to institutional goals -- A staff development effort should effect both staff needs and goals and institutional goals and problems. For this to occur, institutional goals and staff development program objectives must be determined and then linked with individual priorities.

An organizational climate conducive to staff development activities -- If a college is in the throes of negotiating a first collective bargaining agreement, if there has been a significant turnover in key administrative positions, if there is some current large scale controversy (e.g., dismissal of a popular faculty member), or a recent reduction in the number of personnel has occurred, institutions would be well advised to postpone starting a staff development program.

A publicly stated commitment by the board, the president, and the administration regarding the importance of developing and maintaining a staff development program -- As shown earlier, the roles of administrators in staff development activities are critical ones. For any staff development program to succeed, it must have the support of the administration, and through them, the board.

The assignment of responsibility for the program -- Who is responsible does not appear to be as important as the assurance that some one or group has been identified. Without a clear assignment of responsibility, a program may flounder, then die.

Involvement of the participants in planning, implementing and evaluating programs -- Again, staff are adults, and adults want to be involved in all aspects of any program that affects them, especially one that so directly relates to their professional and personal lives.

Voluntary participation by a sufficient number of staff to give the program credibility -- Expecting all staff to become involved in anything (with the possible exception of allocation of office space or parking places) is doomed to frustration. Not all staff will be interested in staff development. However, there must be enough persons to give the program credibility in the eyes of the staff.

Adequate financial support to meet the expressed identified needs of the staff -- Too much money is just as dangerous as too little. However, there must be enough resources to warrant the time and effort it will take to involve those staff who wish to participate and to have an impact on the staff and the institution. As a corollary to this, we add as a desirable element that staff development should be a part of the normal budget of a college, not something added when outside funds are available or when there is extra money.

Sufficient flexibility to meet differing staff needs -- Just as staff development needs between groups of staff (faculty-counselors) are different, so are the needs among groups. A program must be sufficiently eclectic to allow for group as well as individual differences.

An effective promotion plan -- Regardless of the issue, there will always be a sizeable portion of any group who "never get the word". Carefully planned promotion of scheduled staff developed events will help ensure that a program fails or succeeds on its own merits rather than on its attendance figures.

A reward system for participation acceptable to participants -- Community college staff members are busy people who are torn between competing and conflicting demands on their time. Like anyone else, they have needs and goals that must be met. In deciding among alternatives regarding the use of their time, they need an answer to the question "What is in it for me?" Participation in staff development and subsequent changes in behavior require time that might be spent on activities such as hobbies, writing a

textbook, or other instructional materials. Consequently, reward systems (the plural form is deliberate due to the differences in individuals) for participation in staff development must be considered.

Staff development and staff evaluation are separated -- Unless participation in staff development is an accepted contractual responsibility (the word accepted is key), it is a fatal mistake to mix the two. Given the nature of adult learners and the neo-sophistication of community college performance appraisal systems, any attempt to relate them will result in attendance, not involvement, and the application of objective, quantitative measures (How many staff development sessions did you attend last year?) to a very subjective and internal activity.

Staff development is a year round activity -- We added this to call attention to the futility of staff development programs that are comprised solely of fall orientation, a guest speaker at mid-semester, and spring orientation. Staff development is a continuing, ongoing process, not an event.

A valid evaluation plan -- Without a valid appraisal of staff reaction, learning, behavioral changes or results of staff development efforts, a staff development program is extremely vulnerable to the attacks of one or two local critics, the well-intentioned cuts of a budget-balancing business manager, the building fund priorities of a facility oriented president, the cost cutting impulses of community pressured board members, or the remote impartiality of state officials.

We conclude with this observation: The community-junior college is what it is today because of its ability to adapt to changes in its environment, which in turn is due to the quality of its staff and their ability to change. Due to the rapidity of changes in our society, describing the two-year college of the year 2000 is even more difficult than it would have been for a junior college spokesperson in a 1960 college. However, if the past is any precursor to the future, one thing is certain--two-year community colleges will be different from what they are today. In the future, as now, their capacity to meet the needs of society and thus to survive is inextricably intertwined with the abilities of their staff. Given the average age of the majority of the staff, tenure and retirement

provisions, and a "steady state" enrollment prediction, the future of the community-junior college is dependent on one major variable--the success of a neophyte staff development movement.

APPENDIX A

A STAFF DEVELOPMENT PROGRAM QUESTIONNAIRE

(The sample below contains the general areas found in staff development program questionnaires, as well as examples of the items included within each area. The complete questionnaire is available from Gordon Watts at Westark Com. College.)

Directions: The items in the following questionnaire represent descriptions of goals, activities, and procedures which are characteristic of staff development programs. Please respond to the items according to your perception of an item's desirability for staff development program.

Please indicate your response to each item by circling the number according to the following scale.

1 = no opinion 3 = somewhat undesirable 5 = very desirable

2 = not desirable 4 = somewhat desirable

A. GOALS OF STAFF DEVELOPMENT PROGRAMS

1. To develop greater competency in the area of instructional skills and techniques. 1 2 3 4 5

2. To increase student learning. 1 2 3 4 5

B. FORMATS AND PROCEDURES FOR STAFF DEVELOPMENT PROGRAMS

1. Competent peer instructors should be utilized to conduct workshops or other short programs for the staff. 1 2 3 4 5

2. Inservice programs should include funds which allow staff to travel to other campuses and conferences. 1 2 3 4 5

C. EVALUATION OF STAFF DEVELOPMENT PROGRAMS

1. Outside consultants and experts should be utilized to help determine the extent to which an inservice staff development program is meeting its objectives. 1 2 3 4 5

2. Staff development activities should be evaluated in terms of increased student learning. 1 2 3 4 5

D. INDIVIDUAL INCENTIVES AND REWARDS FOR STAFF DEVELOPMENT PROGRAMS

1. Participation in staff development activities should be a consideration for salary increase. 1 2 3 4 5

2. Released time should be made available to all staff members for participation in staff development activities. 1 2 3 4 5

APPENDIX B

APPROACHES TO THE DESIGN OF SURVEYS

This appendix includes samples of a variety of needs assessment surveys. Since the samples were selected as examples of the different formats that could be used in designing surveys as well as the differences in the types of information that would result from certain designs, only the directions and one topical item from each survey have been included.

SAMPLE FORMAT 1

INSTRUCTIONS: For each item, circle the number on the scale provided to represent your interest. Next, indicate if you would attend a workshop or seminar if it were presented at a time which fits into your schedule. If you feel the description does not give enough information about the topic, circle "NEI."

	Interest				Would you attend a workshop or seminar?	
	Strong	Some	None	Not Enough Information		
1. Obtaining and applying research findings on teaching/learning.	1	2	3	NEI	Yes	No

SAMPLE FORMAT 2

NAME _____

POSITION (Check one)

Administrator_____ Discipline _____
Full-time Instructor_____ Discipline _____
Part-time Instructor_____ Title _____
Non-Instructional Staff _____

INSERVICE TRAINING NEEDS ASSESSMENT

DIRECTIONS: Please check as many as you feel the need for and number your responses in each section in the order of priority of interest, if applicable. Add any comments you care to; they are welcome.
Return to Thank you.

I. Introduction to or clarification of

_____ A. Community College Philosophy

SAMPLE FORMAT 3

Please respond to the following management processes by circling one number after <u>is</u> and one number after <u>needs to be</u>.		No Knowledge	No Development	Low Development	Moderate Development	High Development	Extremely High Development
I. <u>PLANNING</u> (Predetermining a course of action)	Is	0	1	2	3	4	5
A. Forecasting where present course will lead the institution/department	Needs to be	0	1	2	3	4	5

SAMPLE FORMAT 4

NAME _____

DIRECTIONS: Please complete all items of the needs assessment. Additional items or comments are welcome. Return completed form to

I. Employment Classification
_____ Administrative
_____ Faculty
_____ Full-time; discipline _____
_____ Part-time; discipline _____

II. Training Topics. Below are listed a number of possible training topics. Please respond to each training topic indicating your degree of interest or need by circling the appropriate number; 1 = LITTLE INTEREST OR NEED; 5 = STRONG INTEREST OR NEED.

1 2 3 4 5 Community college philosophy

SAMPLE FORMAT 5

A number of skills and knowledges are listed below. Please circle the number which best indicates what you see as your immediate (one- to two-year) needs by checking the blank. The numbers indicate the value opinions.

1. High need
2. Average need
3. Low need
4. No need

	High Need	Average Need	Low Need	No Need	Immediate Needs
1. Classroom management	1	2	3	4	_____

SAMPLE FORMAT 6

I. STAFF DEVELOPMENT TOPICS

Below are listed a number of possible staff development training topics. For each of the topics, please do the following three things:

1. According to the scale provided below, circle the number that represents your interest in or need for further knowledge or training.

2. If you are willing or able to provide assistance to other staff members regarding the topic, please circle number 5.

3. If you would be willing to attend a workshop or seminar regarding that topic at a time which fits into your schedule, circle number 6.

Interest or Need

1 = none
2 = low
3 = moderate
4 = strong

Could you provide assistance on this topic?
5 = yes

Would you attend a workshop or seminar?
6 = yes

1. Developing and using individualized instructional materials — 1 2 3 4 5 6

SAMPLE FORMAT 7

Listed below are a number of areas of possible staff development needs. Using the legend shown, please indicate the extent to which you feel each reflects a need at your institution. Space has been provided to include items other than shown.

If you wish to make a comment about a particular item, please use the back of the page for that purpose.

SECTION I: AREAS OF POSSIBLE STAFF DEVELOPMENT NEEDS RELATED TO COMMUNITY COLLEGE INSTRUCTIONAL ACTIVITIES

	Not familiar with item	Staff abilities acceptable	We need some assistance	Critical need at present	Not applicable to us
1. Writing behavioral objectives					

APPENDIX C

STAFF DEVELOPMENT INTERVIEW

The following questions, when spaced out to allow room for recording responses, provide an effective interview form. The approach is based on a force field analysis model.

1. How would you describe yourself if you were functioning in an "ideal" manner in your position? What would you be doing? saying? feeling?

2. How would you describe yourself now?

3. What forces are helping you move in your "ideal" direction? What persons? groups? resources?

4. What forces are hindering your movement toward your "ideal" functioning?

5. What action steps could you take to increase the forces helping you move in your "ideal" direction (Items listed in #3)?

6. What action steps could you take to decrease the effect of the restraining forces (Items listed in #4)?

7. For your action steps what resources are available to you for carrying out the action?

8. How do you see the Office of Staff Development fitting into your development scheme?

   a) Types of support - large group? samll group? by program, or department? work with you as an individual? supply you with material to read or other media?

   b) Areas of support (be specific) - writing objectives? managing conflict? personal growth groups? designing criterion tests?

   c) Times/Dates of support - what months of the year, days of the week, times of the day are convenient for you to attend staff development programs?

9. How would you propose to evaluate a Staff Development program? How will you know you got what you wanted?

Developed by: Dr. Barbara P. Washburn
Austin Community College

APPENDIX D

TOPICAL AREAS FOR INCLUSION IN A NEEDS ASSESSMENT SURVEY

The following are lists of possible topics or needs areas that can be included in a survey once the design has been determined. For convenience, they have been broken down into four broad areas: Instruction Related, Management Related, the Unique Role of the Community College, and General Skills and Information.

I. Instruction Related

Writing instructional objectives
Writing test items
Criterion-referenced evaluation
Developing audio-tutorial instructional materials
Utilizing cognitive mapping
Selecting, developing, and using multi-media learning resources
Developing and using self-instructional modules
Techniques for evaluating instructional strategies
Applying research findings on teaching and learning
Increasing student motivation
Accommodating different learning rates
Orienting students to individualized instruction
Using a systems approach
Developing better course outlines
Conducting research related to teaching/learning
Structuring interdisciplinary learning experiences for students
Helping students to explore their motives, attitudes and beliefs
Mastery learning concepts
Utilizing group process skills in class discussion
Grading systems compatible with instructional objectives
The use of community resources as teaching tools
Identification of developmental education students
Entry-exit level skills determination
Self-analysis of teaching skills
Developing programs for disadvantaged students
Diagnosis of learning/teaching problems
Reinforcing student learning
Academic advising/counseling of students
Application of learning principles to instruction
Course and curriculum development
Utilizing paraprofessionals and/or tutors in instruction
The instructor as counselor

II. Management Related

Management-by-objectives
Supervising and evaluating staff
Implementing and facilitating innovation and change
Delegating authority and responsibility
Planning: short- and long-range
Leadership styles
Team building
Recruiting and selecting faculty
Decision making techniques
Conflict management-resolution
Collecting and using data properly
Budgeting-developing, controlling, and implementation
Writing grant proposals
Participative management
Management theories
Conducting institutional research studies which yield the basis for decision making
Using PPBES (Planning, programming, budgeting, evaluating system)

III. Unique Role of the Community College

Historical role and place of the community college in higher education;
Purposes (and implications) of the open-door admissions policy;
Knowledge of the multi-purposes of the community college, specifically:

Transfer education
Adult and continuing education
General education
Remedial and developmental programs
Vocational-technical education

Knowledge of the characteristics and needs of community college students;
Role of student personnel services, especially guidance and counseling.

IV. General Skills and Information

Managing time
Recent laws affecting the community college
Human potential seminars
Accountability
OSHA standards and how to comply with them
Conducting committee meetings
Being an effective committee member
Effective use of computer facilities
Emergency first-aid
Communication skills
Group dynamics
Human relations skills

A PRACTITIONER'S BIBLIOGRAPHY OF STAFF DEVELOPMENT

The goal of this bibliography is the presentation of significant items of interest to the staff development practitioner. No attempt was made at an exhaustive listing of the literature pertaining to staff development. ERIC Document (ED) numbers are presented, whenever possible, to expedite the retrieval of information, especially of items not easily obtainable from other sources.

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